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ABSTRACT

Convinced that students in a college advertising class could profit from a discussion about AIDS and condom advertising and hoping to design a related creative problem that would incorporate effective advertising principles, an instructor planned a class project that revolved around public service advertising and the AIDS issue. The students actively discussed various approaches to a sensitive issue such as AIDS, and then worked on standard questions to create a copy platform--in this case, an anxiety relieving measure as well as a structural base focusing on target audience, positioning, tone, product benefits, major marketing problem, and unique selling proposition. The class studied existing condom ads and brochures about AIDS from the student health center, and considered several approaches to the topic. As a final assignment students wrote and recorded a radio advertisement for condoms, associating the condoms with the AIDS crisis. All but two of the students completed the assignment, and the finished commercials showed a directness toward the subject matter, an understanding of radio writing style, and a sincere desire to communicate the message. A post-project questionnaire elicited student opinions of the assignment, which proved to the instructor that learning can occur under stress, if formal structures are present as lifelines. (A sample questionnaire and examples of student scripts are appended.) (NKA)

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You did what? Using the AIDS/condoms
advertising controversy
in the classroom

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The facts are grim, and the prognosis grimmer. Over 32,000
Americans have been diagnosed with AIDS. Nearly 60% of them have
already died (Eckholm, 1987). Acquired Immune Deficiency
Syndrome has jumped from the homosexual community to the hetero-
sexual population, spreading through bisexual practices, blood
transfusions and needle sharing among drug abusers. The Surgeon
General of the United States has stated flatly that the use of
condoms is the only effective barrier to transmission of the AIDS
virus, barring sexual abstinence (National Press Club, MPBN-FM,
March 25, 1987). Persons at risk now include anyone, of either
sex, who has had more than one sexual partner in the last five
years. Some authorities say, in the last ten. In Portland, Maine,

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three hours from my own university campus, the first AIDS victim died in October, 1985 and one young man infected with the virus estimates he alone "indirectly...probably slept with every gay male in town" ("How to Survive the Plague," 1987). In New York City, hardest hit of the urban centers, 9,000 people have been infected, 5,000 have died, and five-year projections are for the death of 25,000 more (Gross, 1987).

This is information all Americans need to know, and perhaps none need to know it more desperately than the 18-23 year olds we confront daily in our classrooms. Yet, contained within this paragraph are words most of us -- young people definitely included -- hesitate to use freely. Homosexual. Sex. Bisexual practices. Needle sharing. Death. AIDS. Condoms.

Convinced that some trusted adult needed to say these words out loud in the classroom, and believing that my advertising students also needed to understand why there is such controversy (Conant, Springen, Wingert, 1987) in the trade and popular press surrounding the question of condom advertising, I decided to initiate conversations about AIDS and condom advertising in my class in Advanced Copywriting.

Educational Goals

I also wished to design, as carefully as I could, a related creative problem which encompassed the principles I believe make effective advertising: 1) speak to a specific target audience; 2) use the language of that audience; 3) experience and believe in the product before you try to sell it; 4) take advantage of what research tells us about standard selling techniques.

Finally, I wanted to give students, in as meaningful a way

as possible, the experience of using their talents for public service. It's my belief that public service advertising is often more challenging, creatively, than students can handle, given their limited life experiences. Nevertheless, each semester, using subjects that have ranged from child abuse to acquaintance rape, and drawing upon real clients such as counselors and social workers, I try.

The Classroom Climate

In February, one male student in my introductory class in copywriting had turned in a series of three ads he had created, asking anxiously if the subject matter would lower his grade. The ads dealt with AIDS and condoms. The week before, in a clip-and-analyze-the ad session, three students had turned in commercial condom advertising with the comment that these were "bad ads" because their direct benefit statement on spermicide was "blatant and offensive." The timing seemed right. To some extent, the subject was in the air. No one had ever turned in condom advertising in a class before.

The University of Maine is the flagship campus of the state university system. Its 11,000 students come, in large part, from rural Maine. For some, the longest trip ever taken away from home is their freshman year journey to the campus. The student body is almost wholly white, with a significant percentage coming from French Catholic backgrounds. While students in my Advertising class are junior and senior majors, only a portion are from quasi-urban areas like Portland (pop. 75,000). The Bangor-Orono-Old Town area finally achieved SMSA status in 1983, and hovers

around 50,000. It is the 158th ADI in the U.S. One of the problems I anticipated was an objection to the very subject matter we would discuss, on the grounds that birth control devices were not acceptable, no matter what the cause. Consequently, I deliberately did not talk about birth control as we began to discuss the dangers of AIDS and the benefits of condoms. As you will see from the commercials (SEE APPENDIX), students themselves supplied this aspect in several cases.

Setting the Stage

I began by introducing what appeared to me to be the safest aspect of the subject: the discussion of whether or not the media should accept condom advertising. I told the class that last February, when I had been at the International Radio and Television Society's annual Faculty/Industry Conference, Kevin O'Brien of WVEW-TV, Metromedia, had posed to the audience the dilemma of obtaining affiliate clearance to air very tastefully done commercials on brand name contraceptives. His problem then was one of proponents and opponents of birth control. In the discussion about promiscuous sex which followed, AIDS was never even mentioned. Now the health climate has radically changed, and the nature of the networks' decisions are based on totally different issues.

How, I asked, do you approach a sensitive issue like AIDS through advertising? At this point, we were talking about the spread of the virus. Most students felt that the first task was to convince people a problem existed. "You need to scare them to get them to listen."

"Does that work with no smoking ads?" I asked.

"This is different. This you really die from."

Empowering Creative Confidence

To provide the comfort of structure to the conversation, which was taking place around a large seminar table, I suggested we work our way down the standard questions used to create a copy platform. I wouldn't chose to introduce a copy platform along with difficult subject matter, but I do feel that such a device limits anxiety because it helps student anticipate and plan for the next question. A similar device for relieving anxiety is to have students write their answers to a series of dictated questions before the discussion begins. They know they have something they can say; if necessary, they can read it to you. The copy platform I use focuses on issues such as target audience, positioning, tone, product benefits, major marketing problem, and unique selling proposition.

At this time, Gary Trudeau's cartoons on "the C-word" were running, and these, and a condom ad headlined "I'd do a lot for sex, but I wouldn't die for it," were mentioned. One student recalled the headline as "I'd do anything for love..."

Then I asked, "What if you were asked to do an ad for condoms?"

The most self-assured male in the group got up and closed the classroom door. Firmly.

I retreated to the copy platform. "Who would your target audience be?"

"My big brother," laughed a girl whom I knew positively came from a French Catholic background. I asked if people felt "uncomfortable" talking about the subject, but no one, overtly,

demured. This is a difficult point. Students will not admit, in most cases, that they are uncomfortable talking about an assignment. Discomfort usually manifests itself in missed classes, or sketchily done assignments. As the discussion progressed, I felt my way toward a target audience college students might feel comfortable addressing. Inadvertently, I posed what is no doubt the most controversial target for this advertising: "Let's suppose your target is teens and pre-teens -- your own younger brothers and sisters."

They looked worried. I retreated to a safe question: "How would you reach them, first of all? What medium reaches this audience."

We chatted for a few minutes about radio, and timing, and I closed the class by asking them to think about what kind of commercial might appeal to these young people they knew. I suggested that, were they employed in an agency at this moment, the executives in the agency would see them as authorities, because they so recently had been in the teen population. They would know more than anyone else about it. "Think about the language you'd use. How does your younger brother or sister talk?"

"You can't put that on radio," was the immediate and unanimous reply. On that relatively upbeat note, the class ended.

Background Reading Following Initial Discussion

It seems important to me to raise stress levels to give energy and importance to the work being done in class, but to

vary those intense moments with occasions for silliness or concentration on theoretical principles. The following Thursday I brought in reading material from the Student Health Center, plus an article from Advertising Age about adman Jerry Della Femina's resignation of the Lifestyles account following the injudicious remark of Ansell-America's LifeStyles president that AIDS was "a condom marketer's dream." Ansell was the first to position condoms as a method to control AIDS, rather than to control conception. This "health crisis" approach, done through Della Femina, "is credited with breaking down the barrier to advertising condoms on TV and in major consumer publications" (Winters, 1987).

No one was absent from class. One student had brought in the Lifestyles ad mentioned the previous session. Another had brought a Trojans ad showing a woman and the headline, "I never thought I'd buy condoms."

I passed out copies of the two brochures I had picked up at the suggestion of the Health Center Director. She had told me that the Center "put out a few just to see what would happen, and they disappeared like hotcakes."

One brochure was a full color, upscale treatment of Safe Sex, illustrated with Playboy quality photos, cropped rather tightly, of hands touching bare shoulders, backs and legs. The effect was quite sensuous. The copy was quite frank. The class read it in initial silence. Terms like fisting, anal intercourse, oral intercourse, lubricants, fantasy and masturbation stared up at us from the glossy paper, set in exquisite type.

Finally one young woman remarked, "This photo on the back is really androgenous."

"Mmmm." Heads bent closer.

"It's two men."

"Yeah. Look at the hands. Those are men's hands. There's hair on the chest."

"I hadn't even noticed that," I remarked. "I was reading it as applying to me, and I saw male-female."

"Pretty clever," someone replied, "the cropping makes you not notice gender when you first read it."

"It's for everyone."

"But more for gay men." They were quiet again, reading and absorbing a chart that listed practices as Safe, Risky or Dangerous. "It's for everyone."

Directing Attention to Technique Creates Emotional Distance

"Would you pick up this brochure?" I asked, "Is the art too sensual? Would you give it to your roommate? What about this other brochure--plain white paper, blue ink. 'AIDS, What Everyone Should Know'."

"I could read this one in the library, and not be embarrassed," a student who had been quiet before suggested. "But I'd probably pick up the 'Safe Sex' one, too, if they were both out on the rack."

"How difficult is it to ask for information on something like this," I probed. "Would you ever ask?" Someone told a story about standing in line behind a kid who was buying condoms, when

the cashier called over the microphone for a price check.

"How difficult is it to buy condoms? Would your little brother or sister be able to do it?" Discussion ensued. Probably. Yeah, sure.

"Good," I said, gathering my notes, "Your assignment is: go out and buy some condoms."

The class went up in smoke: "I can't!" "John, couldn't you get them for us?" "They're expensive." "Hey, I bought some once for my little brother."

Sharing the Risk of Experiential Learning

"Just do it." I said. "I will, too. No way can you write an ad asking people to do something you can't do yourself. And pay attention, from the minute you walk out of this door, to how you feel. That's the raw material you need...the feelings your target feels." Groans, laughter. End of class.

Of course it meant I'd have to do it, too. But by Saturday I still hadn't. Sunday I walked into the drugstore and sidled to the back. "Amazing, I thought, they're out on a display rack. That's great. I'd never noticed that before. Well, I got 'em cornered." I turned and walked out.

Sunday night a 14-inch snowstorm hit. Clearly, God did not want me to buy condoms. Monday night I struggled the mile home from school, and walked past the end of my street and over the bridge to town, cursing the snow and experiential learning. The drugstore was warm and -- deserted. I gathered up a pile of deodorant, handcream and toothpaste and stuffed a small box of

condoms toward the bottom of the lot. The druggist rang up my purchases without a smirk. Feeling triumphant, I struggled home, a middle-age ad professor, her husband out of town, armed with her very own condoms. No, it wasn't an experience identical to that of my students, nor was theirs identical to what their siblings would experience. But what a world of information there is, even in an approximation of what the customer must feel.

I was the only soul who actually brought her purchase to class, but we had some good stories to swap on Tuesday, mine included. The condoms never came out of the bag in class. A questionnaire I administered after the final segment of this unit showed that 78% of the students had carried through with this portion of the assignment. All but two went ahead to write and record the commercial, even though the assignment was made non-required.

Emphasising standard radio techniques

Perhaps more than is normal for me, I repeatedly reminded students what they were learning. Four 75 minute classes were spent developing the assignment. Spring break occurred before the finished commercial was due, and I suggested that the class go home and talk over the assignment with friends, listening for language and situations which rang true. I have received no angry letters from parents as a result of this assignment. Immediately following the break, I once again turned the class to the theoretical by citing some research on distraction effects. Typical distraction devices are blinking lights or rhythmic sounds. Research suggests that when these devices are employed,

attitudes may be more easily changed (Aaker and Meyers, p. 256-57, 1987).

In the finished commercials, two students used such distraction techniques, one in a "rap" commercial, the other through the device of a bouncing basketball. Natural language was a feature of most of the commercials, to a much higher degree than I have seen in other commercials seeking to portray student life. The appeal to fear was strong in all but one commercial.

(SAMPLE COMMERCIALS, OR PORTIONS OF THEM, CAN BE PLAYED HERE)

Student Reactions

This is a small class -- thirteen students, so the questionnaire assessing responses is of interest but may not be representative of advertising students everywhere. Still, most exercises of this sort will be in classes of this size. Of the two students who did not turn in commercials on deadline, one was a student who is typically late with assignments, and one was a student who openly expressed discomfort at the idea of doing the task. Both completed the assignment several days later. Several students reported difficulty getting roommates and friends to help record their commercials. One said she had four people in the room but not one could actually say the word condom. Another asked, "How can I record a condom commercial in the library?"

Responding to the questionnaire administered after the assignment was over, 69% (9 of the 13) of the students said AIDS had never been a topic of discussion in other classes, though 31% (4) reported having had numerous discussions about the topic with friends. All students discussed the assignment out of class

with friends, and characterized this as more discussion than other assignments. Nine (69%) had considerable discussion.

How comfortable were they with the whole process? Eighty-four percent feel they know at least half of the other students in the class well at this point, and 77% were "reasonably comfortable" with the discussion in class. One student would have skipped class if she/he had known what was coming. All found it more difficult to talk about condoms than about AIDS. The class is weighted 10-3 toward female students, but all are within the 18-23 age range. None of the students is married.

What Was Learned

Did they learn anything? Yes. The finished commercials (SEE APPENDIX) show a directness toward the subject matter, an understanding of radio writing style and a sincere desire to communicate the message. Lines such as "I'm not dying for a little bit of careless fun." "I felt scared buying (condoms). But not half as scared as I felt when I learned that I was at risk of contracting AIDS..." reveal concern and involvement. It is interesting to contrast the softer messages we are seeing in professionally done commercials to this sort of statement, coming from a 20-year-old, directed to a teen-age sibling: "The only way you won't get AIDS is if you're a virgin or have been in a relationship with the same person for over 10 years and neither of you has ever cheated on the other."

Or this, from a commercial which begins "I guess I'm what you'd call a 'stud'. I get a lot of dates, you know, lots a girls. But now I'm thinking twice about what I do on those

dates..." and concludes "Hey, this AIDS virus is no joke, it kills and there's no cure yet. I don't know about you, but I'm not into death, it's not worth it."

Consider this use of natural language and the target's viewpoint, as a means of establishing credibility: " Doing it, Making it, Fooling around... They'll tell you it's wrong...that you're too young. That you're too immature and don't know what's good for you. (PAUSE) But the fact is that 80% of the teenagers in this country have experimented with sex and many of you are sexually active..."

The companion question of the appropriateness of sex for teenagers was tackled, and handled well, by several writers. Proven radio techniques, like building word pictures, and sticking to a single subject, were followed in all cases.

Feeling that I had taken sufficient class time on this assignment (five meetings in all), and wanting to encourage all students to tape their commercials, I promised that I would not play any of the commercials in class, though it is my normal practice to share such efforts anonymously. A 13-person class is not really very anonymous. Students felt sure enough of the optional aspects of the assignment to insist on this, even though I had a tape player in my briefcase for a lecture in my next class. One student volunteer to play his commercial. The rest declined. After answering the questionnaire, however, several students lingered to discuss this question, commenting that it was "anti-climatic" not to hear the commercials after hearing all the discussion. One expressed her surprise that some people were

so resistant to purchasing or talking about condoms. In the space for written comments, one person found the process "very uncomfortable. Condoms should be discussed between private parties, not in the classroom. A few intimate questions asked were very unreasonable and embarrassing. Although some student pride themselves on being 'people of the eighties' and act like it was no big deal, I felt they were just for show. It didn't help me in advertizing in the least."

The continued reticence, (which of course I shared) suggests that advertising to reach a college-age audience will be rather difficult, and securing trials of sex-with-condom-protection may be correspondingly difficult in this age market.

Conclusion

Was it worth doing? Classroom risk-taking probably always is, when the risk is teacher/student shared. Ninety-three percent (12 of the 13 students) of the class expressed some degree of satisfaction with doing the assignment, although none were really satisfied with the finished tape. Some help with studio production could have been useful here.

The important lesson for me as an instructor was that learning can occur under stress, if formal structures are also there as lifelines. One hundred percent of the students said their knowledge of AIDS increased through this exercise. I care about these students. That alone probably makes the effort worth the time, and suggests that there may be a need in our curriculum for classes which do more than merely discuss ethical and social issues. It may be that the tougher task, that of

integrating skills training with problems society hands us, can and should be attempted in more classrooms. Eleven of my 13 students concurred with this statement: "I don't think my commercial would win a prize, but I think I learned something about analyzing and handling this sort of material."

I'm content to view that as preparation for what we academics are so fond of calling the Real World.

#

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APPENDIX:

Questionnaire and

Sample Scripts

QUESTIONNAIRE

I would like to have your reactions to the classes we have just had which focused on AIDS and condom advertising. I would welcome any written comments you have in addition to the questions asked. Do not sign your name. Thanks!

1. Has the issue of AIDS been a topic of discussion in other classes you have taken?

- 69% a. No, this class is the only one. (9)
- 23% b. Yes, briefly in other classes. (3)
- 8% c. Yes, in depth in one other class. (1)
- 0 d. Yes, in depth in several classes. 0

2. Has the issue of AIDS been a topic of much discussion among your friends, before we began this assignment?

- 8% a. Occasional references or jokes only. (1)
- 62% b. Occasional longer discussions. (8)
- 0 c. One serious discussion.
- 31% d. Numerous discussions. (4)

3. Have you discussed this assignment with friends?

- 0 a. Have not discussed.
- 0 b. No more than any other assignment.
- 31% c. Yes, some discussion. (4)
- 69% d. Yes, considerable discussion. (9)

4. Have you initiated any discussions about AIDS as a result of working on this assignment?

- 8% a. Not really. (1)
- 0 b. Tried to but no one wants to discuss at length.
- 38% c. Yes, at least one discussion. (5)
- 54% d. Yes, conversations with more than one set of people. (7)

5. How did you find yourself reacting to discussions during class?

- 8% a. Very uncomfortable. (1)
 - 15% b. Mildly uncomfortable. (2)
 - 77% c. Reasonably comfortable. (1)
 - 0 d. Bored. We spent too much time on this.
6. At this point in the semester, do you feel you know the other students in the class very well?
- 0 a. Don't know most of them.
 - 15% b. Know most, but not well. (2)
 - 46% c. Know at least half of them well. (6)
 - 38% d. Know most of them pretty well. (5)
7. Was the subject matter introduced well by the professor?
- 0 a. Can't remember.
 - 8% b. I would have skipped class if I had known what was coming. (1)
 - 15% c. Okay, but I would have preferred some background reading first. (2)
 - 77% d. I liked talking first, and getting reading material later. (10)
 - 0 e. Well handled throughout.
8. Looking now at the subjects we discussed, did you find it
- 8% a. ...more difficult to talk about AIDS? (1)
 - 85% b. ...more difficult to talk about condoms? (11)

9. How did you feel when you were asked to purchase condoms?
- 8% a. Felt anxious and resentful. (1)
 - 8% b. I didn't want to do it, but I wasn't too upset. (1)
 - 8% c. Felt surprised to get such an assignment. It was a (1)
a humorous moment.
 - 46% d. Understood why we were suppose to do it, still wasn't (6)
eager.
 - 31% e. Wasn't bothered. Thought it was kind of interesting. (4)
10. How did you feel about actually purchasing condoms?
- 15% a. Never tried to do this part of the assignment. (2)
 - 15% b. Tried, but was very embarrassed. (2)
 - 15% c. Tried, and succeeded, but was embarrassed. (2)
 - 30% d. Did it; easier than I thought it would be. (4)
 - 23% e. No problem. (3)
11. If you did not purchase condoms, what was your main reason?
- 0 a. No time. 8 students purchased
5 did not
 - 23% b. No money. (3)
 - 0 c. Against my religious training.
 - 8% d. Didn't want to, didn't like being told to do this. (1)
 - 8% e. Didn't want to, thought I'd be conspicuous. (1)
12. How difficult did you find it to write your commercial?
- 0 a. Chose to take the option not to do this assignment.
 - 15% b. Very difficult, because of subject matter. (2)
 - 8% c. Very difficult, because of medium. (1)
 - 62% d. Difficult, but interesting to try. (8)
 - 15% e. I'm pleased with what I finally wrote. (2)

13. Did you encounter problems taping the commercial?
- 8% a. Yes, I was embarrassed even though I wrote it. (1)
- 0 b. My friends were too embarrassed to help.
- 15% c. My friends laughed at me. (2) ← one C + D
- 77% d. It was hard to make it sound the way I wanted, but no (10)
more of a problem than I might have with any commercial.
- 0 e. I was reasonably pleased with the final result.
14. As an exercise in trying to write about difficult or sensitive subject matter, what did you think of this assignment?
- 8% a. It was too difficult to learn anything from. (1)
- 0 b. It was interesting; I learned about AIDS and condoms, but not about writing about difficult things.
- 85% c. I don't think my commercial would win a prize, but I (11)
think I learned something about analyzing and handling this sort of material.
- 0 d. I would hate to be on this account, but I'm glad we did the assignment.
- 8% e. Now that we've done all this background, I'd like to try (1)
some print ads on the same subject.
15. Overall, would you say your knowledge of AIDS and the use of condoms for health protection has changed?
- 0 a. Stayed the same.
- 62% b. Learned a few new facts. (8)
- 08% c. Learned many new facts. (5)
16. Overall, has your awareness of the advertising controversy about condoms...
- 8% a. Stayed the same. (1)
- 38% b. Increased a little. (5)
- 54% c. Increased appreciably. (7)

OTHER COMMENTS?

COMMENTS:

I heard a few comments from people both outside and inside the class that the assignment was unfair, resented and questionable. My reaction was thinking that everyone, every student, should be made aware of the problem. I felt lucky to have been exposed to the information and resulting challenge.

This was an interesting & practical assignment on a topic and product that will be getting a lot of attention in the future. What made it an extra challenge was that there wasn't any previous ads to base or get ideas from.

I'll be interested to find out how national advertiser handle this issue in the near future, to compare with what our approaches and feelings were on the subject.

Very uncomfortable, condoms should be discussed between private parties, not in class room, a few intimate questions asked were very unreasonable and embarrassing. Although some students pride themselves on being "people of the eighties" and act like it was no big deal, I felt they were just for show. It didn't help me in advertising in the least.

RADIO SCRIPT

Client P PSA for condoms

Copywriter

Title Condoms Length :60

Line source Audio

SPEAKER Condoms. What do you think of when you hear
MUSIC FADES IN that word? That they're a bother to use, and
a little embarrassing to buy? I felt scared buying
them. But not half as scared as I felt when I
learned that I was at risk of contracting AIDS.
Unless you and your partner have been involved with
nobody else for at least the last ten years, then
you are at risk of contracting AIDS. That means
that most of us are at risk. That means that
most of us should use condoms. It's not just a
gay disease. Condoms can reduce the risk of
contracting AIDS. They are safe, reliable, and
are the only protector against sexually transmitted
diseases, and AIDS, for sexually active people.
AIDS is getting more widespread everyday. And
while there is not cure for it, there is prevention.
So protect yourself. AIDS kills. Is it worth the
risk to you?

RADIO SCRIPT

Client: Trojan Condom Company

Copywriter:

Title: Aids: The Truth

Length: 60 seconds

BACKGROUND: In a locker room, players in high school just entering room. Sounds of showers running, lockers closing and people talking.

PAUL: (SOUNDING TIRED) Tough practice today, huh. Almost as bad as that health test today.

BRAD: (TOUGH VOICE) Suck it up man. I don't care how I did on the test. I don't gotta know about AIDS anyway. Only homos get it.

PETE: Tough practice huh guys.

PAUL/BRAD: Hey how'd you do on that test in Smith's class?

PETE: Alright, but regardless of how I did, I'm taking every precaution for AIDS whenever I'm with anybody. You never know.

PAUL: Your never gonna have sex again Pete?

PETE: Be realistic man. I'm not just gonna make stupid mistakes. AIDS kills, there is no cure.

PAUL: Whadda mean precautions, I didn't do too well on the test.

PETE: Like not sleeping around and always using a condom as Mrs. Smith calls them. (LOCKER SLAMS SHUT)
I'm not dying for a little bit of careless fun.

BRAD: What's with you guys and AIDS? High school guys can't get it or anyone straight, only gay guys. Geez you think it was something I have to worry about. See you guys tomorrow. (YELLS ANYBODY NEED A RIDE)

PETE: Whadda jerk! Don't be stupid like him. AIDS can kill anyone if your with the wrong person. Be it old, young, guy or girl. Hardly anybody is entirely safe.

PAUL: Another words, no sex or condoms is the only safe way against AIDS.

PETE: You got it man. It's only safe and smart, what other reason do you need, besides that it could safe your life.

Client American Condoms Against AIDS Council

Copywriter

Title George Michael for Condoms Length 60 seconds

Line Source Audio

MUSIC INTRO If you're gonna do it, do it right...
(SFX: Chorus from "I'm Your Man" by Wham)

ANNOUNCER I'm George Michael, and I have some advice that could
(UNDERLINED WORDS EMPHASIZED) save your life. (SFX: Music fades to Under)
80% of U.S. high school students are sexually active.
If you are, make sure you have safe sex.
Always use a condom. If you don't, you risk getting
an unwanted pregnancy, V.D. or AIDS. Yes, AIDS.
If you're thinking, "Whoa, wait, only gays and junkies
can catch AIDS," think again. Research shows that
anyone who has been sexually active with more than
one partner in the past five years is in risk of catching
AIDS.
It's not just a gay disease anymore.
AIDS kills. There's no cure. Don't risk catching it.
Don't risk your life. Condoms offer you the only effective
prevention from this deadly disease other than
giving up sex altogether. So if you're gonna do it, do
it right. Do it safe with condoms. Don't be embarrassed
to buy them, they could save your life. (SFX: Music fades)

Client National Institution for the prevention of AIDS

Copywriter

Title Condom Controversy Length 60 seconds

HIGH SCHOOL
(SFX: CLASS
JUST GETS
OUT AND THERE
IS A LOT OF
BACKGROUND
TALKING)

"Hey, there's Linda. Just last weekend I took her out. We were having a really good time, until she copped out on me. Man, I couldn't believe it! Do you know what she asked me to do? She wanted me to use a condom. Can you believe it? She said that condoms help prevent Aids. As if I have to worry about Aids. (Pause here)
But you know, it might not be such a bad idea."

ANNOUNCER:
(SFX: THE
TALKING
FADES OUT)

Believe it! Aids is a deadly reality and it has no preference. Aids can strike anyone, and that means you. In fact, if you have had a sexual relationship within the last 5 years, you run the risk of having Aids. But there is an answer.

With the proper use, condoms have been proven to prevent the transmission of the Aids virus. But only you can make this decision. Please, play it smart. Use condoms, for your safety, and your partners.

Brought to you by the National Institution for the prevention of Aids.

RADIO SCRIPT

Client: T.A.A.C. (Teens Against Aids Committee)

Copywriter:

Title: Treat Aids Like An Adult

Length: 60 seconds

Line Source

Audio

MUSIC

Instrumental of song "Lovergirl"

FEMALE VOICE

High school teens consider yourselves adults 'cause I'm gonna treat you like an adult and let you know that if you're sexually active you could die of AIDS. Sound scary? Well, AIDS certainly scares me, but I treat it like an adult and if you want to have sex and live, you must treat it like an adult too.

AIDS is a killer virus that is transmitted by blood and semen. Don't think that only prostitutes and homosexuals get AIDS. That's a deadly rumor.

The only way you won't get AIDS is if you're a virgin or have been in a relationship with the same person for over 10 years and neither of you has ever cheated on the other.

RADIO SCRIPT (cont.)

Line source

Audio

So if you're gonna have sex, be mature about it and use a condom properly. Condoms reduce your chances of exchanging semen and giving or getting the AIDS virus.

So treat AIDS like an adult by using a condom every time you have sex. Life is too precious to let the deadly AIDS virus take it all away. Using a condom could save your life.

Brought to you by TEENS AGAINST AIDS COMMITTEE.

MUSIC FADE OUT

Client Lifestyles

Copywriter

Title Play it Safe

Length :60

GUY

I guess I'm what you'd call a "stud".

I get a lot of dates, you know, lots a girls.

But now I'm thinkin' twice about what I do
on those dates.

All this Aids stuff going around, it's scary. I
thought, "Hey, I'm not gay, so I can't get it, right?"
WRONG. I just found out that anyone can get it if
you've been with someone who's been exposed to it. I
mean, I thought I knew those girls, but I'm not so sure
where they've been before me.

Now they say wearing a condom or outright abstinence
are the best ways to protect yourself, and I'm seriously
considering both. Hey, this Aids virus is no joke, it
kills and there's no cure yet. I don't know about you,
but I'm not into death, it's not worth it. So when it
comes to sex, play it safe, or don't play at all.

LOGO

This message was brought to you by
Lifestyles Condoms.

RADIO SCRIPT

Client: Lifestyles

Copywriter:

Title: Protect Yourself

Length: 60 seconds

Line Source

Audio

Rappers

There's a deadly concern around these days. It's a terrible disease that they call AIDS. This disease may not have a cure, but can we prevent it?, heck sure! So educate yourself. Educate a friend. Protect yourself. Hey, start a trend. You gotta be cool. You gotta play it safe. You can't be a fool. Protect yourself. If you're gonna have sex, better play it smart. Better buy some condoms at the local mart. It might sound dumb. It might sound funny. But AIDS can kill ya. Ain't no joke sonny! Go get some info. Get a brochure. Learn about AIDS until we find a cure.

Announcer

This message brought to you by Lifestyles.